DOCUMENT RESUME

ED 227 741 HE 015 979

AUTHOR Crismore, Avon
TITLE The Role of Regional Campus in Indiana, Especially Indiana University-Purdue University at Fort Wayne.
PUB DATE 83
NOTE 48p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Campuses; College Planning; College Role; Consortia; *Cooperative Programs; Educational History; Geographic Regions; Higher Education; *Intercollegiate Cooperation; Mergers; *Multicampus Colleges; *Regional Programs; *Shared Services
IDENTIFIERS *Indiana University Fort Wayne; *Purdue University Fort Wayne IN

ABSTRACT

The role of the regional campus in Indiana (specifically the Fort Wayne campus of Indiana University and Purdue University) is considered, based on verbatim accounts of various educators. In addition, an overview of the history and development of the two universities' separate Fort Wayne campuses and the subsequent joint campus established in 1964 is presented in a 1978 case study by Francis T. Borkowski entitled, "A House Divided: Indiana University-Purdue University at Fort Wayne." According to Borkowski, it seemed logical in the early 1960's to place both regional campuses on one campus to share facilities. Each university remained distinct but the duplication of services and overlapping programs were decreased. Verbatim accounts concerning the perceived role of the regional campus are presented by five Fort Wayne faculty members and administrators (Frank Kenworthy, Jack Ulmer, Arthur Keller, Jeannette Clausen, and George Dillon), one Indiana Vocational Technical College dean (Merle Donica), and two Ball State University administrators (Joseph Rawlings and John Craddock). Based on a review of the accounts, it is concluded that more explicit direction is needed for future planning by regional campuses in serving the academic, occupational, and personal needs of local citizens. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227741

The Role of Regional Campus in Indiana, Especially Indiana University-Purdue University at Fort Wayne

Avon Crismore

Center for the Study of Reading

University of Illinois

1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Avon Crismore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 015 979

At the present time the role of the regional campus is unclear. But then so is the role of the community college and the extension center. The situation is somewhat like it is for women and men today. Everyone seems to be asking, "Just what am I supposed to be and do?" There is an identity crisis problem facing regional campuses. The solution will require coping strategies such as flexibility, creative thinking, long-range planning, cooperating, trusting, counseling, risk-taking, logical thinking and perhaps intuition, too.

In this paper I primarily intend to discuss the role of the Ft. Wayne regional campus. This campus, although unique in some aspects, still has many of the features and problems of other regional campuses. My decision to write on this topic is based on two reasons. First, the topic was suggested to me by one of my professors at the Fort Wayne campus, George Dillon. He suggested it, no doubt, because he is concerned about this problem. Because I have had five courses from him, and act as a reader for his scholarly papers and books, I am very well-acquainted with him and respect his opinions. George Dillon has been at Fort Wayne campus for over 10 years in the English-Linguistics department and has just left for U.C.L.A. where he has accepted a job in the English Department teaching mostly graduate seminars. The other reason I chose this topic is that it is important to me. I have been directly involved with the regional campus since its beginning and before. As an undergraduate student I was a part-time student at the extension center. As a graduate student, I attended the new regional campus during the 1960's and also during the 1970's. My most recent courses were taken this past spring semester. I intend to take a course there this fall, Computer Science, on a Saturday morning as

part of their new Weekend College offerings. I was employed by the regional campus as an instructor-supervisor in the reading clinic in the early 1970's. I will be teaching a freshman composition course this fall on Saturday as part of the Weekend College program and will teach Business English during the spring semester as part of the regular campus program. In addition to these experiences, I have had some experiences at other institutions of higher education that give me some other perspectives of the role of the Fort Wayne campus in particular but also of all regional campuses in general. I attended two small private religious institutions, Carthage College in Illinois for two years and Saint Francis College in Fort Wayne where I received my B.A., M.A., and Reading Specialist license. I have worked at Indiana Vocational Technical College in Fort Wayne for over five years in the Related Education area teaching English and Reading courses, and I am a Doctoral student at Ball State University where I attend classes during the summer months. I am a part of what the Fort Wayne Regional Campus was, what it is, and what it will be.

What I plan to do in the paper is first, give the history and some pertinent facts about the Fort Wayne campus; then, present the views of several people from a variety of perspectives as to the role of the regional campus; and finally, to present my own comments as I generalize from the Fort Wayne Campus to all regional campuses.

The structure of postsecondary education in Indiana and the role or mission of each postsecondary institution is a result of the Indiana Plan for Postsecondary Education: Phase One, Volume II, A Pattern for the Future, 1972, a product of the Commission for Higher Education. The plan was the result of several studies that surveyed the entire problem of what

to do about post-high school education in Indiana and how to finance it. Decisions in the 1960's had to be made concerning the type, whether there were to be community colleges, junior colleges, area technical schools or other types of institutions. Decisions were made. Indiana would not have community or junior colleges, but area vocational technical schools, public and private four-year colleges, and universities, with Indiana University and Purdue University having regional campuses. The purpose of all higher education according to the Commission was as follows:

> A state system of postsecondary education can best serve society if it provides the means by which all people in the state can renew and adapt themselves to a changing and complex social and technological world. It is with this broad purpose in mind that the Commission has formulated this plan for the future of Indiana postsecondary education.

The mission of the Fort Wayne Regional Campus as spelled out in the plan was this: Indiana University and Purdue University at Fort Wayne were to be communiversities having a selected range of general arts and sciences baccalaureate level programs available. The recommendations of the Commission's plan (having Ball State and Indiana State as Type I universities with one campus, Indiana and Purdue as Type II universities with Indiana having 9 campuses and Purdue having 4 campuses, a communiversity at Evansville, a comprehensive community college type at Vincennes, and Indiana Vocational Technical College--a system of 13 regional technical institutes) were based on three premises:

> The Commission is committed to ensuring opportunities for post-secondary education for all individuals, commensurate with their diverse interests, backgrounds and educational qualifications. Secondly, the Commission believes that planning for the future must be responsive to the varying needs for educational programs of the several regions of the state. Finally, the Commission mandates the several institutions to seek increasing levels of cooperation and sharing of resources.

Volume II of the plan indicates that the focus was on cooperation and sharing and meeting the manpower requirements, locally, statewide, and nationally, and the occupational interests of local students in traditional and non-traditional ways. The Commission was to develop long-range post-secondary education plans, recommend appropriations and approve or disapprove new campuses, schools, colleges and degree programs in each institution of higher education.

Some information about the history of the regional campus at Fort Wayne can be found in an unpublished paper written by Francis Borkowski in June, 1978, as a requirement while attending the Institute for Educational Management at Harvard University. Borkowski had been Vice Chancellor and Dean of Faculty at Fort Wayne under David Schwartz until Schwartz resigned January, 1978, and was Acting Chancellor apparently until May, 1978, or so. He is now in Virginia as president of a college, I think. Dr. Jack Ulmer, Dean of Student Affairs, IUPU Fort Wayne, gave me this paper and indicated he did not agree with all the statements or "facts" but found it interesting. I have duplicated portions of this position paper that seem to have some bearing on my topic, not only in regard to the history but also in regard to the mission of the campus as reflected by administration and faculty of Indiana University and Purdue University. Dr. Borkowski's views about the role of the regional campus at Fort Wayne are also reflected indirectly.

Institute for Educational Management

A HOUSE DIVIDED
Indiana University-Purdue University at Fort Wayne

It had seemed like such a good idea: the people of Fort Wayne needed postsecondary educational opportunities but the population was (and is) too small to support a major campus; offering the strengths of two nationally known institutions could potentially provide a higher quality experience than any new institution might; and the economy of sharing administrative services and physical facilities appealed to Hoosiers' conservative nature.

Although both Indiana and Purdue Universities had been operating in Fort Wayne for many years, it was in 1964 that a long anticipated event took place--the move to the present campus--and the dedication of Kettler Hall, a new home for both universities. Though both universities competed fiercely in athletics on the main campuses in Bloomington and Lafayette, a tradition of cooperation existed in Fort Wayne where both universities had established regional centers. It seemed logical in the early 1960s to place both enterprises on one campus to share facilities. Each university would remain distinct, the quality of the instructional effort would be enhanced by unifying administrative and academic functions, and there would be a decrease in the duplication of services and overlapping programs.

History of the Joint Campus

Indiana University

Indiana University established an extension center in Fort Wayne with a curriculum of credit courses in several areas and a part-time faculty in 1919. This was Indiana University's second foray into offering extension services, the first being in Indianapolis in 1915.

Frank Shockly, the first Director of the extension center, opened the initial administrative office on the third floor of the Allen County Court House. All classes were in the evening at Central High School. Nine instructors taught twelve courses and the total enrollment was 142--nearly half of the students were elementary and secondary teachers. Other students included adults interested in such courses as philosophy, applied psychology, public speaking, trigonometry, algebra, journalism, business English, elementary french and political science. A few months after the Center

---

This case was prepared by Francis T. Borkowski, under the supervision of George B. Weathersby, as the basis for class discussion rather than to illustrate either effective or ineffective handling of an administrative situation. June 1978.

opened, Shockley was called to the Bloomington Central Office and Floyd R. Neff took over as director, a post he held until 1951 when Ralph E. Broyles became the Center's director.

In 1919, 175 students were enrolled in 19 classes. Teachers continued to make up a large part of the student body and adults dominated the classroom. In 1921, 1923, and 1925, the State Legislature raised the requirements for teacher licensing certificates, helping Indiana University of Fort Wayne to maintain the high level of teacher enrollment and resulting in Saturday institute classes. These classes were really extensions of the Indiana University Extension Center. In 1927 cooperation between IU and Purdue was initiated with Purdue offering classes in IU facilities. Until 1927, all students were part-time. In the next 30 years, faculty, student body and curriculum continued to grow while the concept of the role of an extension center also continued to change.

Purdue University

In 1941 Purdue opened an extension center in the Transfer Building and offered credit courses, which permitted students to start academic programs there before going to West Lafayette to complete their degrees. The Purdue Extension Center was developed at the request of the War Production Board as a wartime training institute. Most of these courses were taught by Purdue faculty who commuted between Fort Wayne and the main West Lafayette campus.

In 1947 the quarters became inadequate. Under the guidance of Al Kettler, Sr., one of Purdue's most distinguished alumni and former trustee, the Catholic Community Center was purchased as Purdue University's Extension Center. During the six years of its existence as a Purdue University Extension Center, additional credit courses were being offered which enabled students to complete up to two years of work in many of the University's baccalaureate degree programs. Also, some graduate courses were provided for the benefit of teachers and other professional people, particularly engineers in the community.

Creation of the Indiana-Purdue Foundation at Fort Wayne

The present era of Indiana University and Purdue University's joint venture in Fort Wayne began in 1957 when the possibility of a joint operation was first considered. Having two downtown regional centers were inadequate to accommodate future needs.

The possibility of a joint Indiana-Purdue facility at Fort Wayne took seed at a meeting called at Governor Harold Handley's office on August 29, 1957. It was attended by the Governor, Frederick Hovde and Herman Wells, Presidents of Purdue and Indiana Universities, representatives of both schools and members of the State Division of Mental Health, to discuss the possibilities of land then owned by the Division as a site for a joint facility.

Through the joint effort of officials of the state and both universities, plans went forward for forming the Indiana-Purdue University Foundation at Fort Wayne. The Foundation included many community leaders who pledged funds and negotiated financial assistance for the original physical plant. The Foundation immediately turned to raising funds by voluntary contributions for purchase of the State Hospital Farm, owned by the Division of Mental Health. Their goal was to raise $70,000 but, through hard work and dedication to making the fund raising venture a success, more than $190,000 was collected. The sole purpose of the Foundation was to provide facilities for the programs of the two universities in Fort Wayne. It was not to be involved in management or operation.

Architectural plans for a facility to house both universities were approved in September, 1961. Meanwhile the Foundation continued to purchase land until 365 acres was acquired. Officials of the Indiana University-Purdue University Foundation and both universities and extension centers attended the cornerstone laying ceremony for the first facility on September 17, 1963.

Assignment of Academic Missions

When the new building opened for classes in September, 1964, 2,826 students enrolled (the present enrollment is 9,500 students with an additional 6,000 enrolled in Continuing Education classes). The faculty and students gained the benefits of improved classrooms, library, and laboratory facilities. There was also a considerable duplication of academic programs; for instance both institutions had faculties in history, political science, and mathematics.

Purdue began expanding into additional two year associate degree programs: Architectural Technology, Civil Engineering Technology, Computer Technology, Electrical Engineering Technology, Industrial Engineering Technology, Mechanical Drafting, Design Technology, Mechanical Engineering Technology, a Mental Health Program and a Nursing Program.

In 1966, Purdue began providing complete baccalaureate degree programs in biological science, chemistry, communications, English, general science, industrial supervision, mathematics, philosophy, physics, psychology, electrical engineering technology, industrial and mechanical technology and theatre. Degrees leading to secondary school certificates were offered in biology, chemistry, English, general science, mathematics, physics and speech.

Indiana University during the same period expanded its degree programs within its mission areas at Fort Wayne. Their programs included baccalaureate degrees in business, education, music, public and environmental affairs, history, English, political science, modern foreign languages as well as Allied Health and Dental Auxiliary areas that were under the jurisdiction of departments housed in Indianapolis. Masters degrees were offered in education and English and public and environmental affairs.

During the 1967-68 Fall Semester, a joint agreement between Indiana and Purdue Universities went into effect to pave the way for further development of academic programs on the Fort Wayne campus. To prevent duplication of effort and staffing, the universities agreed to assign certain academic departments to each university and let the single departments for each academic discipline provide courses for both universities on the campus. For example, all chemistry courses are taught by Purdue faculty, and in some cases, Indiana and Purdue students take the same course although the students are registered with the institution for which they intend to obtain the degree. The exceptions were English and education, where both institutions maintained divisions. (Faculty)

1. All planning activity for the construction program was accomplished by joint committees of administrators, faculty members and in some instances students from both universities.

2. Each university earmarked a portion of the "per credit hour fee" charged its students to retire the indebtedness on the facilities.

3. There was and presently exists one single student government. All student activities are jointly operated.

4. The self-supported parking program, while managed by Purdue University personnel, operated under the policy guidance of a committee composed of administrators, faculty members, staff members and students from both universities.

Expansion of Regional Campuses

During the evolution period of the Fort Wayne campus, each university was establishing additional regional campuses in the state. By 1971 Indiana University had established, besides its offerings on the Fort Wayne campus, seven additional regional campuses. Purdue University had established, in addition to the Fort Wayne campus, four regional campuses. With the establishment of the additional campuses, system-wide policies were developed by each institution embracing all of the campuses of the regional campus system.

The Keenan Report

In 1971 the Indiana Commission for Higher Education was created by the state's general assembly. Uncertain as to its role and facing two large multi-campus systems, the Commission funded an independent study on the status of governance arrangements by Purdue University and Indiana University for their operations in three regions of the state. The principal investigator for the study was Dr. Boyd Keenan, Professor, Institute of Government and Public Affairs, University of Illinois and Professor of Political Science University of Illinois in Chicago Circle.

The Commission asked Dr. Keenan to examine the most visable of governance issues which had been brought to the Commission's attention from the three quadrants of the state. The Commission stated, in their charge to Dr. Keenan and his staff:

> When two or more public sector campuses, of whatever institutional type, exist in the same region, it is desirable, in the interest of student satisfaction and economical management, to achieve maximum cooperation in the management and operation of these institutions. Such cooperation might include joint use of a common campus with common administrative and other support activities, or even the appointment of a joint administrative officer, in addition to contractual agreements.

The Commission further requested of Dr. Keenan, the following:

> Specific aims of the study should include: (1) effecting the consolidation of administrative and activities wherever appropriate; and (2) elimination of unnecessary duplication of academic programs. Recommendations to the Commission should be based on need for educational services and opinions should be sought from citizens from the various communities involved. The report should include the examination of several possible structural and governance patterns in each of the three locations including, but not limited to: a. transfer of complete responsibility for the campus or campuses in one region to Purdue University; b. transfer of complete responsibility for the transfer of campus or campuses in one region to Indiana University; c. complete independence for a new state institution in one or more of the regions; d. creation of an interim autonomous Board of Trustees in one or more regions; e. maintenance of the current pattern in one or more of the regions.

After investigating the arrangement between Indiana University and Purdue University at Fort Wayne, the Keenan Report noted the drawbacks in the purported cooperative arrangement:

> Despite the benefits which have accrued to the students as a result of the achievements in the assignment of academic missions and assignment of administrative functions, certain drawbacks in the academic and administrative structure of the campus have become apparent. For example, the division of academic missions has perpetuated the division of faculties. In turn, the division of faculties and academic programs has necessitated a division of the academic administration.
>
> A host of problems have developed as a result of these arrangements. I made myself available for two full days--on separate occasions--to talk with faculty members, administrators, and students who wished to discuss governance issues. A portion of

the first day and all of the second day were devoted to confidential conferences with individuals who desired to supply independent opinions. University officials assisted in informing all members of the campus community of my desire to receive written responses.

No claim is made for the representativeness of the problems identified here. Many of the policies are established to recruit students from the other university, rather than to serve the best interests of all students at this campus.

For example, it is impossible for a pre-med student at this campus to major in chemistry because pre-med is an I.U. mission and chemistry is a highly desirable one, especially with the increasing numbers of students trying to get into medical school. This is just one small example, of which there are many. In general, I.U. students are counseled into taking courses within the I.U. mission areas and similarly for Purdue students. There is little interest in putting together the best overall program for a given student, irrespective of which university teaches the student.

In both personal interviews and in letters received, the question of "mission violations" was prominently raised. I.U. has the sociology mission while Purdue has the psychology mission. Many references were made to the efforts of faculties in both of these departments to offer courses that duplicated those in the other department. And, without a central administration on the campus, there is no arbiter. The following paragraph from a Purdue faculty member is typical of the kind of explanation offered:

There is a significant duplication of effort and courses offered. I.U. Sociology and Education offer courses which seem to be identical to PU Psychology courses. In addition it is a policy of the IU administration to directly discourage IU students from taking PU courses. This is a ridiculous policy since we are a single, balanced campus with particular missions.

Another Purdue professor put it this way:

I wish to express to you my feelings towards both the necessity and urgency of eliminating the two-headed administrative and academic structure which we now have at our Fort Wayne Campus. A state of openness is desperately needed--whether it be under the control of P.U., I.U., or some other body. Our present situation brings about financial waste, conflict between persons of the two universities, stifles creativity, causes injustices to our students and prevents us from serving the people in our community adequately.

Still another Purdue faculty member attempts to summarize the situation succinctly:

In summary, our mission is to serve students in Northeastern Indiana. This effort is hindered by red tape, conflicting regulations, and inefficiency and duplication. These problems should be rectified.

The real message to I.U. and Purdue from IUPUI and the regional campuses is one that an institutional administrator or a state political figure is unlikely to bring. The "Old Oaken Bucket mentality" is fading rapidly around the State of Indiana. And universities and the State at large must move swiftly to devise a governance structure for a new day of postsecondary education in Indiana.

Movement Toward Independence

While mission assignments reduced overlapping of academic efforts, and administrative responsibilities were more clearly delineated, confusion existed as to accountability when complex administrative issues arose. Registration, for example, for a student taking two courses from Indiana University's academic program and two courses from Purdue University's program required admission into the degree granting program of the university, credit checks and files sent to the campus of the degree granting program and returned to the Fort Wayne Campus for transfer approval of credit taken in courses registered from the other university. There also remained the overlapping missions in education and English. Consequently, administrative conflict, competition for resources, and an overall hostility prevailed between the faculties and administrators of the two universities who, though sharing facilities, remained fearfully loyal to the institution of which they were a part. Hostilities and frustrations increased as faculty and administrators attempted to resolve the bureaucratic obstacles of co-existence and direct linkage to two main campuses.

In Spring of 1973, the Purdue University, Fort Wayne Faculty Senate (distinct from the Indiana University Faculty Senate operating on the Fort Wayne Campus at the same time) passed the following resolution:

Whereas: The West Lafayette Administration has consistently demonstrated its indifference toward, unresponsiveness to, and neglect of the Fort Wayne Campus of Purdue University, and,

Whereas: The effective functioning of said campus in serving its proper regional needs is severely impeded by colonial status, and

Whereas: The faculty, administration, and student body of the Fort Wayne Campus possess the knowledge, experience, and ability to function independently of the West Lafayette Administration, and

Whereas: Professor Boyd Keenan in his report on "Governance of Multi-Campus Universities in Three Regions of Indiana" has confirmed the viability and wisdom of an independent Fort Wayne Campus, therefore,

BE IT RESOLVED: That the Purdue University at Fort Wayne Chapter of . . . These procedures required review at various levels not only on the Fort Wayne campus but on the main campuses in Bloomington and Lafayette as well. Establishing course equivalencies for courses taken in one university that would be used to meet degree requirements in the other university was a constant problem.

Two grading systems remained. Purdue University operated on a six point grading system and Indiana University on a four point grading system. Determining averages for students taking courses in both universities had been diminished substantially through a computer program, however, problems still remained and there remained the constant possibility that one university, as Indiana University attempted to do the previous year, would try to establish a different letter grading system.

Both universities operated on different calendars with Indiana University maintaining a fifteen week system and Purdue University a sixteen week semester. The issue had been resolved on the Fort Wayne campus by not mandating that Indiana University faculty be required to be present during the sixteenth week. Most of the Indiana University faculty scheduled exams during the sixteenth week to be consistent with the Purdue University calendar, but a few did not and consequently the semester for the students in classes with those instructors simply terminated a week early.

The acting chancellor listened to the articulation of these problems and recognized that since the submission of the Keenan Report, where two separate universities with separate administrations existed in the same facilities, a transition had occurred. Where the Keenan Report pointed out the high level of dissatisfaction by the faculty with the situation that existed at that time, the high level of dissatisfaction and the greater number of problems now rested with the administration. Though faculty were not happy with the existing status on the campus, administratively, with the appointment of the deans and a central administration, most of their problems were being dealt with expeditiously and satisfactorily. It was with broader policy issues that the principal conflicts arose and the resolution of these conflicts was the primary responsibility of the administration. In addition, the difference in management philosophy and administrative styles of the administrations on the main campuses had become increasingly obvious. Purdue University tends to centralize the main campus administrative responsibilities for all of the campuses in the Purdue University system and decentralize the academic responsibilities to each of the campuses. There is, consequently, a great deal of academic autonomy on each of the Purdue University campuses. Indiana University, on the other

hand, prefers to centralize the academic responsibilities and decentralize the administrative management, or it may be reflective of the personalities of the presidents who head the universities.

Reflecting further, the acting chancellor thought, "Well, the presidents did at least walk down the aisle at commencement together this year."

A HOUSE DIVIDED

It is generally agreed that joint operations of Indiana University and Purdue University at Fort Wayne since 1964 have resulted in the development of a quality university program that in breadth and scope would have been beyond the resources of either university acting alone. There is further general agreement that the needs in higher education in northeastern Indiana can best be served by the talent, resources, and philosophy of a state university.

There is, however, some concern that the joint operation of the two universities is no longer the most expeditious means of providing quality higher education in northeastern Indiana. The difficulties arising from the cost of duplicate administrations, problems in independent and inter-university curriculum development, and program division among two universities, have all given impetus to the call for a change.

The dispute over the nature of the change, as well as resistance to change, has been brought about by the feelings of many that prestige and public and alumni support would be lost by an autonomous development of a Fort Wayne Campus, whether it be completely independent, all I.U., or all P.U.

The question:

> What should be the nature of the university administration on this campus?

Some alternatives proposed in the past (you are not limited to these):

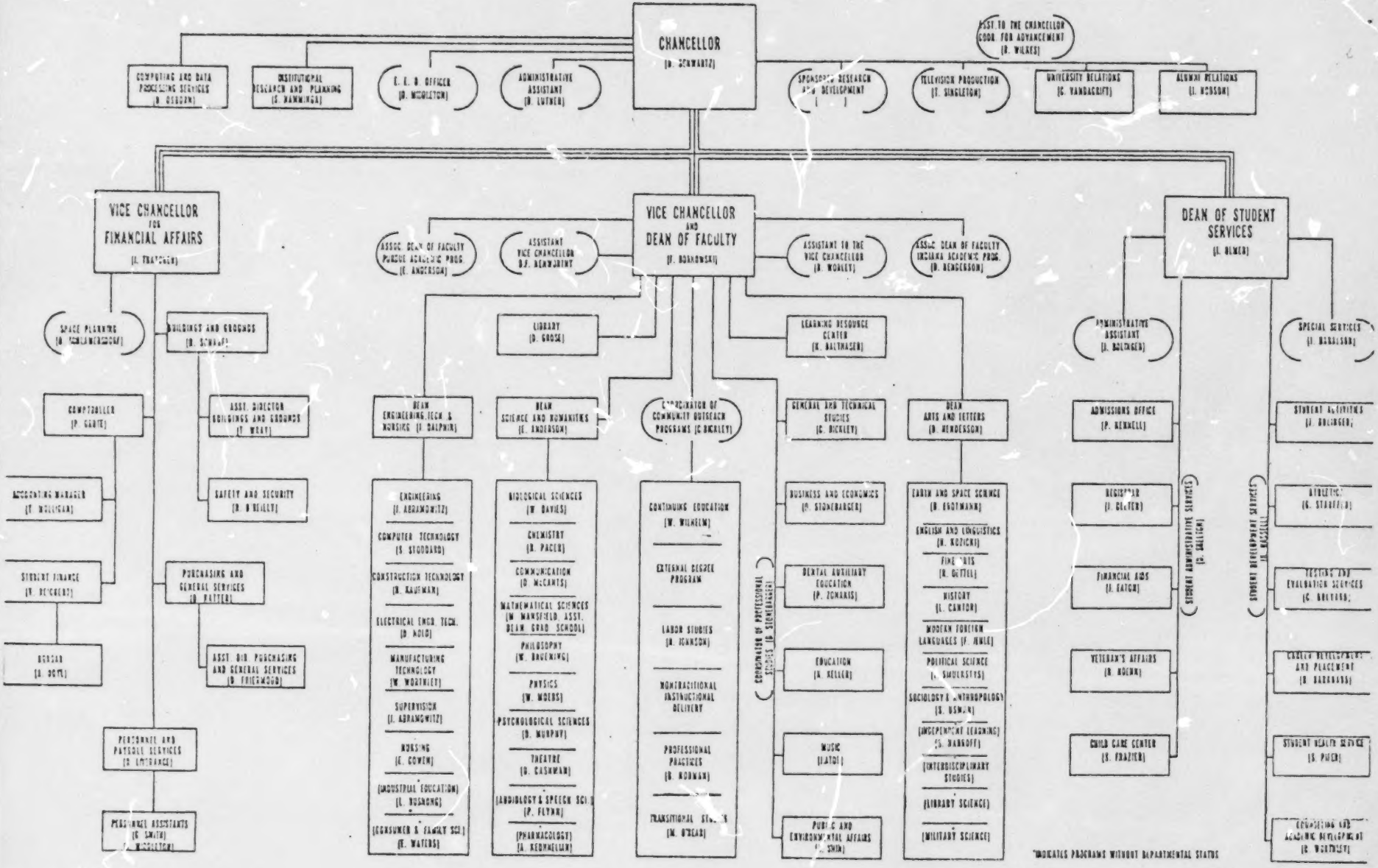
A. Indiana and Purdue Universities should continue to operate as separate institutions on the Fort Wayne campus. We should preserve the status quo.

B. This campus should become a single independent state supported institution with its own board of trustees. It should sever all ties with Indiana and Purdue.

C. Indiana and Purdue Universities should continue to exist on the Fort Wayne campus, but each faculty should have complete academic autonomy from the mother campuses. The campus should continue to operate with the present separate administrations.

D. The faculties of both Indiana and Purdue should become autonomous in academic matters, and one institution should have full administrative responsibility (as Indiana has in Indianapolis).

E. There should be a single administration and single autonomous faculty under either the Indiana or the Purdue board of trustees. The unique academic missions of the other institution should still be taught, but all faculty would be part of the university in charge.


CHANCELLOR
(D. SCHWARTZ)
COMPUTING AND DATA PROCESSING SERVICES
INSTITUTIONAL RESEARCH AND PLANNING
E. E. O. OFFICER
ADMINISTRATIVE ASSISTANT
ASST TO THE CHANCELLOR COOR FOR ADVANCEMENT
SPONSORED RESEARCH AND DEVELOPMENT
TELEVISION PRODUCTION
UNIVERSITY RELATIONS
ALUMNI RELATIONS
VICE CHANCELLOR FOR FINANCIAL AFFAIRS
SPACE PLANNING
BUILDINGS AND GROUNDS
COMPTROLLER
ASST. DIRECTOR BUILDINGS AND GROUNDS
ACCOUNTING MANAGER
SAFETY AND SECURITY
STUDENT FINANCE
PURCHASING AND GENERAL SERVICES
BURSAR
ASST. DIR. PURCHASING AND GENERAL SERVICES
PERSONNEL AND PAYROLL SERVICES
PERSONNEL ASSISTANTS
VICE CHANCELLOR AND DEAN OF FACULTY
ASSOC. DEAN OF FACULTY PURSUE ACADEMIC PROG
ASSISTANT VICE CHANCELLOR
ASSISTANT TO THE VICE CHANCELLOR
ASSOC. DEAN OF FACULTY INCLUSIVE ACADEMIC PROG.
LIBRARY
LEARNING RESOURCE CENTER
DEAN ENGINEERING TECH. & NURSING
DEAN SCIENCE AND HUMANITIES
COORDINATION OF COMMUNITY OUTREACH PROGRAMS
GENERAL AND TECHNICAL STUDIES
DEAN ARTS AND LETTERS
ENGINEERING
COMPUTER TECHNOLOGY
CONSTRUCTION TECHNOLOGY
ELECTRICAL ENGG. TECH.
MANUFACTURING TECHNOLOGY
SUPERVISION
NURSING
(INDUSTRIAL EDUCATION)
(CONSUMER & FAMILY SCI.)
BIOLOGICAL SCIENCES
CHEMISTRY
COMMUNICATION
MATHEMATICAL SCIENCES
PHILOSOPHY
PHYSICS
PSYCHOLOGICAL SCIENCES
THEATRE
(AUDIOLOGY & SPEECH SCI.)
(PHARMACOLOGY)
CONTINUING EDUCATION
EXTERNAL DEGREE PROGRAM
LABOR STUDIES
NONTRADITIONAL INSTRUCTIONAL DELIVERY
PROFESSIONAL PRACTICES
TRANSITIONAL STUDIES
COORDINATOR OF PROFESSIONAL STUDIES
BUSINESS AND ECONOMICS
DENTAL AUXILIARY EDUCATION
EDUCATION
MUSIC
PUBLIC AND ENVIRONMENTAL AFFAIRS
EARTH AND SPACE SCIENCE
ENGLISH AND LINGUISTICS
FINE ARTS
HISTORY
MODERN FOREIGN LANGUAGES
POLITICAL SCIENCE
SOCIOLOGY & ANTHROPOLOGY
(INDEPENDENT LEARNING)
(INTERDISCIPLINARY STUDIES)
(LIBRARY SCIENCE)
(MILITARY SCIENCE)
DEAN OF STUDENT SERVICES
ADMINISTRATIVE ASSISTANT
ADMISSIONS OFFICE
REGISTRAR
FINANCIAL AIDS
VETERAN'S AFFAIRS
CHILD CARE CENTER
STUDENT ADMINISTRATIVE SERVICES
SPECIAL SERVICES
STUDENT ACTIVITIES
ATHLETICS
TESTING AND EVALUATION SERVICES
CAREER DEVELOPMENT AND PLACEMENT
STUDENT HEALTH SERVICE
COUNSELING AND ACADEMIC DEVELOPMENT
STUDENT DEVELOPMENT SERVICES
* INDICATES PROGRAMS WITHOUT DEPARTMENTAL STATUS

The next section of the paper is devoted to verbatim accounts of people I interviewed, asking them to give me their views of the role of the regional campus. I interviewed the following people:

FORT WAYNE REGIONAL CAMPUS

1. Frank Kenworthy--Vice Chancellor and Dean of Faculty
2. Jack Ulmer--Dean of Student Services
3. Arthur Keller--Department Chairman for Education
4. Jeannette Clausen--Assistant Professor of Germanic Languages/Coordinator of Women's Studies
5. George Dillon--Associate Professor of English and Linguistics

INDIANA VOCATIONAL TECHNICAL COLLEGE

Merle Donica--Dean of Fort Wayne IVTC

BALL STATE UNIVERSITY

1. Joseph Rawlings--Dean of Continuing Education
2. John Craddock--Director of Lifelong Adult Education

Frank Kenworthy--Vice Chancellor--Dean of Faculty

In the 1950's the General Assembly came to grips with the problem of whether to have junior college education in the state and there was a hot debate. West Lafayette and Bloomington said "No--let us provide post-secondary education with regional campuses." So the regional campuses took on the role of the junior college and the role of a feeder institution for the mother university. In the 1960's the regional campuses began awarding B.A. and Associate degrees on site. In the early 1970's the Commission for Higher Education was formed to decide about what they felt various educational systems should do. Everything was oriented towards the needs of the

region. Regional campuses were to offer broad B.A. s and M.A.'s only for the enhancement of employed professionals. There were problems. There was no self-realization possible for many students since there was no M.A. in the Humanities, and there was no orientation to occupational programs. It was a little limiting. Nothing was written down and decisions were subjective about proposed changes. A private school could block a proposal by complaining. All changes need to be approved by the Commission now where it used to be by the Boards of Trustees. Sam Rae is the current member on the Commission; members are appointed by the governor. The Commission has a large staff, many of whom are from out of state pursuing degrees, who are not always attuned to the needs of Indiana. The original Higher Ed Commission had a systems analysis background which influences decisions.

In other states such as Ohio, when a regional campus reaches a certain size it splits off. Wright State at Dayton did this. Oakland University, University of Rochester, Michigan and Michigan State are examples of paternalism in a regional campus system. There is a fear now that IUPU at Indianapolis will break away since it has 20,000 students. This would cause a money dilution problem. I.U. is under a systems approach--there is one law school and one medical school. Purdue is the school for science. There is some decision making involved if a change at a regional campus will have an impact on transfer students, so this is monitored carefully. There is no hassle about money if it is in the budget.

The student population, the regional campus student, is older than at the home university. The median here is 25 years instead of 18-23 years. About 85% come from the immediate counties and 65% work. More and more

are holding down full-time jobs. All of higher education is recruiting students--packaging--courses are offered less often but for a longer period of time. The busiest time here is from 6:00 P.M. to 7:30 P.M.

There is a difference in the person who comes to a regional campus. The regional campus exists in his area, it is cheaper than Bloomington or West Lafayette so he can afford the regional. The real challenge is how to intellectually turn on the student who doesn't want to learn--how to intellectually excite a second-string older type. Perhaps this is also true for those just out of high school. Most of the older ones are okay, but there is less a commitment than we'd like. General Electric is sending many employees back to school. With these students there is high motivation. The SAT scores are lower than at Bloomington. I would guess our combined scores would be 900 combined and Bloomington's 915, 920, or 930. The mix of the motivated and unmotivated helps the unmotivated students. Our classes have a greater divergence--different levels of experience--which is a plus. There is more discussion and it is more balanced discussion.

The faculty here is here by choice. They may not spend the rest of their lives here, and we may be a stepping stone, but there are enough degrees and a broad enough level of programs that morale is high. Still, there are some frustrations because we are a regional campus.

(1) There is a lack of graduate programs and graduate students, but the faculty <u>does</u> understand.

(2) There is a space lack--there is a major problem of space for doing research. In terms of their own promotion there is a fair amount of research done. We have a biologist doing

research on pine tree genetics and constant light. There are few funded projects and there is no equipment for the hard science people. Some equipment is contributed by industry and then they are permitted to use it. There is a lack of classroom space, also; in fact, 9,000 square feet short.

(3) We are not big enough to compete for grants, and grants are being curtailed. We have no research assistants, either.

(4) The level of funding is a problem.

However, there are some advantages for the student.

(1) The student has a full-time faculty professor in class in contrast to teaching assistants in Bloomington.

(2) The student is less of a number and is more likely to get more counseling time.

(3) There is a financial advantage. Nowhere is cheaper than the regional campus.

(4) A student can be married, have a family, have a job, and attain a quality education without too much disruption. When students go far enough away from here, the degree means the same as one from Bloomington--we have the same credits. If students stay here in the area, they find that General Electric and Harvester are well-pleased with our people. It's the middle ground where the degree from a regional campus makes a difference.

As far as the Associate degree is concerned, we've come full circle. Who should be doing them? Ivy Tech should. Here we should have a 2+2 program--not a terminal degree. We do have DIGITS (Division of General Technical Studies) terminal now, but it will be integrated in a few years.

Continuing Ed is growing. We need this to offset the declining enrollment. We operate in our own turf. Ball State has no regional system. Their Continuing Ed is made up of statewide satellites. This hurts us if the same course is offered by both of us. We are looking at a joint M.A. in sociology with Ball State. It's Ball State's idea. There is some overlapping now. We are supposed to maximize the state's resources in our own turf, a 9-county area, unless we can't or won't.

In our Weekend College we offer the same courses except they are offered on the weekend. Many students who work are beat at the end of the day. On the weekends the husband is there to babysit. We are trying to build a package deal. The faculty can participate and make extra money. The department head could assign a course as part of the regular load. There is high motivation for the weekenders. About 67% of our students are housewives or older people.

Jack Ulmer--Dean of Student Affairs

There was a great lobbying effort on the part of the two "biggies" back in the late 1950's to go with Extension Centers. The Extension Centers were used as feeders. They only had 2-year programs at first. Their mission was to serve that particular geographic area, except--what happened was that from the students' point of view, this wasn't enough. They wanted a 4-year degree. Teachers wanted Master's degrees and businessmen, the executives at Magnavox for instance, started saying, "We want a Master's degree program in Business." Parents, students, and businessmen put pressure in the legislature to go from a 2-year to a 4-year and graduate institution. Fifteen years ago, the maximum a student could take was 60 hours, the old

community college concept; and we only had 2 Associate programs. Today we have over 90 1-year, 2-year, and 4-year programs. The home university has always wanted the regionals to emulate them.

I remember when Elvis Starr, who was instrumental in starting the regionals said, "You people in South Bend, Gary, Fort Wayne, be different, create degrees to serve the needs of your area. You may not be like us here in Bloomington--be creative, get lay people on your advisory boards." When I left that meeting I felt a glowing all through me. So we tried that. We were oriented more toward labor, the practical, and less toward the theoretical and gave credit for life experience and so on. Then when we took our degree proposals and tried to run them through the proper channels, the feedback from these people at Bloomington was, "We know these are too far out; they are not tested or proved." So we were sent back to the drawing boards. The president of I.U. couldn't legislate to the faculty--they each had different philosophies. This was a paradox! We all had to eat a lot of crow and had to fit into those kinds of traditional degrees. They wanted us to be little Bloomington. We were <u>not</u> truly meeting the needs of the community but only a certain core of needs. We've probably improved much now--there's been a period of evolution. We are not now dependently tied to the home university. About 5 years ago, the senior administration and Board of Trustees realized what had happened and that we needed more academic and fiscal autonomy. So now there is less red tape in getting approval from the home campus. Now we can do unique things. For instance, 7 years ago I proposed a child care center for this campus, but it was rejected. The parent campus said "no," that we shouldn't be in the business of child care. Yet 40% of the student body is married or

divorced and of that number one half have children, which is a strong case for a child care center. Today we do have the child care center, and it is filling a need.

Today we have a reasonable amount of academic autonomy, and we can give a degree that is different from degrees on any of the other campuses. We have an interdisciplinary degree in Engineering here. West Lafayette is highly specialized in Engineering but industry here didn't want specialized engineers--they wanted generalists. So, now we have such a degree. As far as the students are concerned, they want an I.U. or P.U. degree. They don't want this to be a Fort Wayne Community College. The role of regional campuses is to service the needs of the geographic broad spectrum by having everything from 1-year certificates to Master's Degrees. But also, along with that, they want the identification with I.U. and P.U. We have used some instruments that have measured student attitudes on these issues. About 4 years ago, there was a thrust to split off the regional campus here. Phil Gutman introduced such a bill to create a Fort Wayne University and also a University of Indianapolis. The faculty and staff and students overwhelmingly said "No"! The role of being accessible is important. We are basically an open admission institution. West Lafayette wouldn't admit a student into engineering without 4 years of math in high school but IUPU would and then give the student a math background and let him enter the engineering program later. Hopefully we are accessible with the Weekend College. This concept is ongoing at the other regional campuses. Fort Wayne is one of the last to offer these courses. In 1974 in a memo, I asked about the weekend campus idea, but the executive

committee and chancellor's cabinet studied and rejected it. There was an elitest attitude. Three months ago we lost $220,000 in enrollment income here. We talked to the faculty about this. The faculty supports the concept now. At one time they were fat and sassy. The enrollment was good, and they lived in an Ivory Towe. So, I reintroduced this idea and said we needed it for this fall for enrollment. There was a meeting of department chairmen, and they brought in the Weekend College. Jack East, the Assistant Dean of Arts and Sciences at I.U., Indianapolis, has given us much help since they have such a terrific Weekend Campus program there. We cannot be an 8-5 campus. There is another component, too. We are learning to market courses off campus--taking courses to industry. The Weekend Campus is done here--on site, but we can try the Learn and Shop idea--take courses to shopping centers and set up courses in an L.S. Ayres conference room for example. Students would register on site. Even though I've been frustrated, I do not want us to be an independent university. It might be interesting for you to read Frank Borkowski's position paper he wrote for George Weatherby. I don't agree with everything he has said.

Arthur Keller--Education Department Chairman (Day 1)

IUPU is unique. Most states have gone to a community college system--California, Ohio, and Illinois. Indiana said, "No, we don't want high school to be 13 or 14 grades." The state universities said, "We'll go to them and give them the 2 years." I came here in the early 60's when the subsets of all programs were required to go to Mecca. I was responsible for the first English graduate students here. But we grew like Topsy, unorthodox, extemporaneous, unplanned. In Education we've grown from 2

people to service the needs of I.U. and P.U. to 15 full-time plus occasional others. I used to promote an I.U. regional campus idea. If I.U. were wiped out and never replaced, 50% of those attending would never go to college. People go if the college is there. The regional's role is the same as the university's. Originally we were a feeder college used to lure students, but now this is reversed. We've had the 2-year Associate program here and there is a demand in the hinterland to bring in others. The energy crises, conservation and inflation crises and parents demand this. Our students are older and our faculty is younger for we are a young university. We hired our faculty fresh out of college. Here age is not a deterrent for the student. They want to retool for new experiences. For grad students, education has no termination--we are always adding programs for retooling. Enrollments will climb in the period of 1990-2000, 18 years from now. I am happy here--we are like an adolescent here at IUPU--all the regionals. I.U. is rated third in the nation in education and I want to be associated with this status. Many people are uptight--there is system catering, there are poor decisions by the parent universities, and we don't have all our problems solved. If we had no regional campuses, then junior colleges would be formed. The sophistication is better with regionals. The kids that go on to college are treated in a more dignified manner with a regional system. They nave qualified Ph.D's teaching in classes while in a junior college there would only be a Master's Degree teacher. The regional is more highly credentialized. Still there's a trade off--there's much to be proud of about junior colleges and state colleges, too.

(Day 2)

The role of the regional is to bring the state institutions', I.U. and P.U.--the home universities, educational opportunities closer to the people of the state. The regional that has the most going for it is IUPUI. Next is IUPU Fort Wayne with its different disciplines. Ohio State University is all things to all people. Illinois has the same philosophy. But we aren't. In the years ahead there will be more interchange. We ran two separate ships. We have to work hard to get the same fee schedule and registration and commencement, and there have been problems. There has been much conflict and dialogue.

Our role is bringing education out to the boondocks and at a price students can afford. Everyone cannot go to the main campus--there is lack of room, lack of opportunity and it is too expensive. Here students can take a course now and then. Companies located here want young businessmen and engineers to get a Master's Degree. We are now respected here and accepted. There is no lack of respect for our faculty. Before, we hired teachers with M.A.'s and B.A.'s. Now all have Ph.D's or a C.P.A. and M.A. This has come about over our 15 years of growth. The regional campus has always been a subset of I.U. and P.U. and prestige from this fact has always been here. The affiliation with IUPU has helped get faculty. We are not ready for freedom which implies maturity. We are an adolescent university and a young faculty. We need Senior Citizens on our faculty. We still hire at the assistant professor level while the main campus wants full professors.

Our library and AU center are okay mainly because of the personnel and equipment. The proof of the pudding is what happens to students. Some

start here, switch to Bloomington and come back here saying that Bloomington is too impersonal. Here there is friendliness and openness and the uniqueness of a regional campus. Going here is a choice that kids think a long time about. Many more students are coming here directly from high school. The Associate degree program is a good idea. Some general courses were cut out to broaden the offerings. Many have taken the 2-year programs and passed the State Boards. Here we offer both a B.A. and an Associate degree in nursing, for instance. In a 2 year program they can get a good basic knowledge in the content area to move into work and then continue with in-service training. The 2 year program serves a need. DIGITS and Ivy Tech filled a void for the postsecondary gap between high school and college. Many prematurely leave high school and don't want to go back to high school. But there is too much overlap between DIGITS, Ivy Tech and Fort Wayne Vocational School. DIGITS is also a subset of I.U. There are two extremes of philosophy in education that cause problems. I.U.'s concept of education is teacher controlled but P.U.'s concept is content area controlled. Yet I have been able to work out an education program here that is cooperative and acceptable to the Commission. It <u>is</u> working although everyone says, "It can't work!"

<u>Jeanette Clausen--Associate Professor of German and Coordinator of Women's Studies</u>

I believe a regional campus should offer 2 year and 4 year degrees on the undergraduate level. This would help students if they stopped there or went to grad school. Two year programs are needed in order to be practically-oriented. For instance, Commercial Spanish and Business Related

Foreign Language are courses being offered this fall in the Weekend Campus program. In science, music, and computer areas, the regional campus must be limited because of equipment. The state can't support a full-blown program. In our department, we would like to be more innovative and practically-oriented, but we cannot because of our small size and our degree requirements and other degree requirements. Ideally we--all of I.U.--should have more relations with business and high schools, should be more community related and offer credit and non-credit courses by request--on and off campus. The Women's Studies department has taught Women in Contemporary Society twice at Lincoln Life. The company pays for the course. G.E. has requested Intro to Spanish for those employees going to Texas. It is taught on campus and the company pays. It is handled through Continuing Ed. Continuing Ed gives flexibility. Regional campuses need to develop in newer directions than the main campus or be a locus for a major program that would expand and overflow like the I.U. Med School and Dentistry. One regional could specialize and offer something other regionals could not offer. For example, the University of Wisconsin at Milwaukee has a full-blown program in Urban Studies. The main campus at Madison is constrained by land. Wisconsin has all campus committed policies. Transferability of credit is a problem among campuses. Now regional campuses have autonomy to create new courses (they need to be approved but this is no problem). Some courses are available on regional campuses but not on the main campus and vice versa. This is touchy. There is not as much integrity as there should be when accepting credits from within the system. There is more leniency in accepting credits from outside the system. What is not a role is to offer courses for Ball State's Master's

Degree programs! Ball State would like to do this in Sociology. This is antipolicy for the Arts and Letters.

The regional campus should be utilizing the community's resources such as the Department of Women's Studies has done here. The regional campus is a commuter campus and the whole atmosphere is different. Students can't meet people unlike themselves like they can at the main campus, yet the maturity level is higher at a regional campus. We found that when we offered courses off campus at Lincoln Life that the women at Lincoln Life were too limited. Their world was too small, and so they were hard to teach. They were totally involved in the work environment. Were the students short-changed there? Are students short-changed at a regional campus? It is hard to avoid the need for variety of experience. The regional campus should provide intellectual and cultural activities--the broadening. We need someone to focus on this.

George Dillon--Associate Professor English and Linguistics

(This is not based on an interview but is a compilation of comments of his over several years as I remember them.)

Teaching at a regional campus has its advantages. Because we don't have research assistants, we are forced to go to the libraries ourselves and hunt for what we want and in doing so we come across many helpful books on the shelves we didn't know about. We have better access to the resources we need at a small regional campus. At a large university there is much competition for books and a long wait. Here, the interlibrary loan is a quick way to get at the books we need.

The students here at this campus will not go to the library and read books put on reserve for a reading list for a class. I just told this to

the new linguist who is my replacement. He's from a large university in Canada--but he didn't believe me and said, "Well, they'll just have to read what's on the reading list. I couldn't teach the class any other way." He'll learn. This student body is very different from the one at Bloomington--they are not serious about learning. I was very professional when I first came here to teach. But it isn't worth it all. I'll be at a different kind of institution at UCLA, and what I do and how I do it will be very different. Here I have learned to wear very casual clothes to class in order to establish the rapport I want. In Los Angeles it will not matter what I wear. The students are sophisticated enough that clothes won't matter.

Teaching at a regional hasn't been all that bad. It has given me the time I needed to write. The classes, mostly undergrad, after I taught them awhile, became pretty cut and dried. I have managed to produce a large amount of published material. But living in Fort Wayne and the Mid-west can be a sterile experience. I'm looking forward to teaching at a real university even though I'll be leaving behind many close friends here.

Merle Donica--Dean of Ivy Tech, Fort Wayne

I was instrumental in the establishment of the Indiana Vocational Technical College system. In the early 1960's the General Session decided to begin the IUPU campuses and 90 million dollars was funded. What might have gone astray is educational assessment. Look at the locations of the campuses--they are not geographically centered. I tried to overcome this problem down at the General Session by trying to make sure Ivy Techs were

situated geographically to serve the people. None is more than 50 miles away from a student.

The curriculum at the regional campuses was broad enough for them to complete their work, but they were splitting it. They began here and had to go to the home campus to finish. There were some surprises for some students who didn't know this, after beginning their program here.

The administration needs flexibility to serve people. The home campus can't give the needed leadership. The regionals are not autonomous and so have limited flexibility Ivy Tech tried to avoid this. There is no home campus so there is no competing with a home campus. Also, the funding can be distributed from central funding--there is no vying for separate budgets. We have a coordinated system, a neutral body that looks at the needs of all campuses and distributes it.

The Commission for Higher Education can be full of power plays. There is a need to coordinate and needs to be enacted, but it is better than a Board of Regents. The monitoring is good for the taxpayer. Regional campuses are affected by quasi-trustees. They are called a board, but they are not legally empowered. IUPU's is not a board entrusted by law. There is only one board at the state level for I.U. At the local level, there are only advisory boards, the "after the fact" kind. If regionals had boards with legal power, it would help them. There are 101 board members for Ivy Tech; the state board appointed by the governor and then each local board--by law. The regionals tried to mimic Ivy Tech's boards, but theirs has no authority.

To look after the interests of the local community, we need Higher Education: undergraduate, graduate and post-graduate levels. Both the

people and potential employers need this. Development should be a result of needs for the university and Ivy Tech. The state wanted a terminal technical institution; therefore, Ivy Tech resulted. The question remained, "What happens to the Junior Colleges?" The regional campuses would fill the void, a 2+2 system and 2 terminal types. Ivy Tech was not designed to do this. Now Ivy Tech is accredited and can transfer credits, but it is not its primary purpose. This is for the regional to do.

The original philosophy of 16 years ago has gotten lost. We need to relook at the structure of Higher Education. The structure of K-12, the Ivy Tech two-year terminal system, public Higher Education's four-year degrees + or 2+2 and beyond needs to be reviewed now. The 2+2 communiversity is not being attended to properly. The regional campuses submit budgets but they need to identify the Associate programs. Now they are all lumped together and the regionals can't maintain themselves or expand. But if the university won't do it, then Ivy Tech must. The reverse is also true. DIGITS was formed in 1965, the biggest such institution in the state. They need to reexamine the criteria for selection of faculty, students and curriculum. The business courses would be an example. In 1965 Fort Wayne I.U. made a decision to go with an occupational two-year technical program. Ivy Tech, however, was created in 1963.

At Bloomington, the student is coming from all over and he is in residence. At a regional campus, he is home, holds a job, is more dedicated, has maturity. The quality may not be the same, although the intellect is the same, but there is more sincerity at regional campuses. This is important because in the future, we will have more and more of this

ed college costs. More Higher Education
roughout the state better.
to serve the needs of people. Trying
goal. The employer is not in the act
regionals need to offer what these
s to be geographic access to students.
self-development and the practical.
al needs. When the regionals were
o cover as broad a spectrum as possible.
it and access to students as far as
ed offerings exist at Fort Wayne, I
The main campus wants to hang onto
yan and Hanson. I.U. and P.U. have
owerful.
ublic Higher Ed funding is adequate
ate institutions. There are 31 with
with public funds. They have good
ysical plants. Public institutions
could use their physical plant but
We have a fine system of private
te" will be a key word. Ivy Tech,
survival. Weekend Campus is a good
y related to the economy. When
ollment is down for them but up
hat is going on in the economy.

(It is interesting that about half of what Dean Donica told me was "off the record" and so not included here, of course.)

Joseph Rawlings--Dean of Continuing Education

The regional campuses are serving students well. They are serving the needs of students in established centers that were at one time called extension centers. It has just grown and we're providing education for citizens of any age and ability: a wonderful service for the state and the university to provide.

Those in Continuing Ed at Ball State work with I.U. campuses at South Bend, Kokomo, and Richmond. We're serving the same population, but in different ways. There is seldom a duplicity of effort but many people think there is. They believe if your presence is there, duplication results. This is not really so, if you really look at the program offered and the interests of the group served. The Senate of I.U. South Bend passed a resolution to get Ball State out of the area. If we want to provide an optimum amount of choice, then you can't put up fences for then you deny the people choices.

Pressures are emerging. Until the 1970's the regionals were expanding, and they had all the students they needed. Ball State has taught classes with I.U.'s cooperation--at Richmond for instance there is a joint program with I.U., Eartham, and Ball State and the special workshop in science for the handicapped. Now IUPU at Fort Wayne and Ball State may cooperate to offer a M.A. in Sociology. Ball State has such a degree on site. Fort Wayne has five classes to teach at the Master Degree level. A student would take half of his degree needs at I.U. and transfer the credit to

Ball State. Ball State would transport faculty to I.U. and offer the rest of the degree. The degree would come from Ball State. A decision must be reached. Both institutions would share credit hours and income. The problem is that there is no budget money for I.U. to offer this M.A. degree to the people at Fort Wayne, but there is a need for it there. The main campus sees itself as a flagship so there are internal politics at Bloomington to protect its own turf. However, the Commission on Higher Ed would like to save money where possible. The Ball State degree is a threat to institutional self-image. I.U. finds it hard to accept help from a "teacher college," Ball State.

Anything offered off campus is the responsibility of Continuing Education. One of the roles for the regional campus is collaboration with other institutions and with Continuing Education. Recently there has been a developmental thrust in professional development programs and also in non-credit courses. IUPUI is doing a great job in non-credit course offerings. I.U. South Bend has fantastic brochures and all publications are well done. Another growing area is the non-credit CEU (Continuing Ed Unit) program for people like druggists and nurses. Everything offered here is department based. My job is to facilitate but not to control. If some off-campus courses have a problem instructor, I do talk to the department head about it. I work with local public school Continuing Ed people. Ball State has been taking credit courses off campus since 1947 but until recently the regional campuses didn't do this.

In the future, the regionals should continue what they are doing. Their strength is developing. At one time they were insular and ego-centric. Enrollment pressures aside, the university has reason and purpose

in serving a wider population than those in college. The faculty is more willing now than it used to be to do this. The university must organize in such a way to help facilitate the possibility of faculty doing this. A faculty person might be assigned to teach in Bluffton as part of the regular load or the person might be teaching off campus for credit or non-credit as overload and make extra money. Some teachers are not the right personality type for these off-campus courses. These students are a different population and some teachers don't relate well to this audience.

We must all find a way to work together not to duplicate courses by time and title. We should have a coordinating council. Many departments in a university are not interested in innovation. Innovation should be encouraged. The faculty feels it can't innovate and feels restricted by the hierarchy in the university structure. New program proposals must be sold to the department head and then on to the next step, but my job is to facilitate this part, and it is not all that hard. This is true at regional campuses, too. Everyone gets caught up in the day-to-day routine, so innovation suffers. We must have needs information surveys which examine the credit program. Continuing Ed needs to persuade department heads to offer classes in evenings and Saturdays on campus and to offer evening courses in summer. We do have some summer evening courses now at Ball State. Departments like Secondary Ed need programmatic development. Faculty at times says, "Now you want us to be Hucksters!" But they should develop a new program. The role of universities and regional campusus is to do this.

John Craddock--Director of Adult Lifelong Education

As far as the role of the regionals is concerned, their function has changed quite a bit in the last few years. They used to serve the academic component of a community college to a limited extent. There were a number of academic programs terminal on that campus. There were no technical programs and the primary function back then was to be a feeder for the home university. Now they have attained greater and greater autonomy in relationship to the mother institution. They still function as they used to as the community college but now they are authorized by the Commission of Higher Ed to attain degrees without going to the mother university. They still have a two-year transfer program and have autonomy. They are running more unit-based programs. They are designing and running them and developing their own relationships with other institutions in their regions on their own, without clearance from the mother institution. They are not as dependent.

In the 1960's there were bills to establish community colleges, but there was vested power and politics, and from that push the concept of Ivy Tech was implemented with the expectation the regional campuses would expand and so Indiana would have the equivalence of both a technical program and a liberal or general program. But this idea is not succeeding. We have two separate governing units, two budgets, and operations competing for the same tax dollar, so integration is impossible. It would be better if we could integrate the non-technical component along with the vocational component on the same campus. Now it's inefficient. Ivy Tech at Anderson has worked out a cooperative effort with Anderson Area Vocational School. Some of the vocational and non-vocational courses required by Ivy Tech are held in the Anderson Vocational School.

Also, transferability of credit is a problem. Students can't transfer credit from Ivy Tech to a regular university. If we had a community college system there would be no transfer problem. The way it is now, it places the student at a disadvantage. While Ivy Tech has expanded the number of service centers it has, there has not been an expansion of regional campuses, so there are fewer locations and less accessibility for the non-vocational student. Ivy Tech has had to put in related areas such as English and psychology. For instance, the students at Anderson need this knowledge as part of their Ivy Tech degree requirements, but they can't get it there.

Although the university did a heck of a job when it took on the job of the regional campus, these campuses are not geographically located. Doing this would take money.

In most institutions of higher education the Continuing Ed component is marginal and second class. The universities used to take courses where the demand was consistent, where there was a high concentration of population; a good example is IUPUI. I believe this regional will become our fifth institution of higher education with a new name. It is practically an institution itself now. But Indiana doesn't need another four-year institution. We do need two-year Associate degrees. This is because of the massive amount of new and emerging technical and vocational programs and expanding knowledge of people in the fields. Regional campuses should be servicing the needs of the community. Community colleges do this. Small businesses use computers at the college and personnel services they can't afford such as psychological testing they can't afford. The campuses could do as community colleges do and use students or staff to service

people in the community. Now, if this were suggested, the four-year institution would yell, "Academic Freedom." The people there are more academic-oriented; they are another breed of cat. They are specialists--that's why they got the job at the college, to maintain their discipline. They believe in nothing more than inherent purpose. I see the regional campuses trying to copy the home university. Some regionals are more home-oriented than others. The regional campus administrator changes jobs frequently since he uses the job as a stepping stone to something else. A community college administrator intends to remain, so there is continuity.

Indiana is the real leader in the Regional Branch Campus idea. In other states with regional campuses, they are all part of the state university at different locations; they went with a statewide network, such as Wisconsin. I predict that if the regionals continue in the direction they are now going, each will request to become a degree granting institution and Associate degrees will grow. Ivy Tech's future is uncertain. Before that happens, in light of what's been attempted and what the Commission on Higher Ed is doing now, we'll find a rewriting of legislative enactment of providing public higher education in Indiana. Because each move forward by the various institutions towards a specialized function results in a request and permission to be that way, someone will sit down and add up all the expenses. Then they will rewrite the legislation. At the moment, we have 37-39 degree public and private institutions of higher education in Indiana now. The relationship developing between the public and private sector will be jeopardized. The privates will scream there are too many four-year institutions competing for our students. So there will be a study commission set up to set up another plan that will be enacted.

Indiana has always prided itself on being different so it is hard to predict what it will do. We are the only state that has an Ivy Tech. But I'm afraid that the regionals, wanting to be four-year institutions, don't hear the needs of the people: their dreams and goals blind them. They are striving to serve more and more of the traditional clientele but are not out trying to attract a new clientele group. These people must recognize they must be service-oriented and perform the services. The needs are there and the demands from the public due to our complex life of today. The mobility and idea of putting education on hold and ultimately achieving requires odd-ball hours, more counseling services, no locking up at night for libraries or classrooms or other offices.

These inverviews illustrate the perceptions that people from different areas and different institutions have about the role of the regional campus. Each person tried to be objective, but the interviews do show their biases. Each person contributed a part of the truth about what the role should be.

It is clear that the regional campus at Fort Wayne has experienced growing pains in the same ways that all new regional campuses do and also in special ways because of the uniqueness of the situation with Indiana University and Purdue University on the same site. It is also clear that it has weathered many crises and seems to be making good progress in working out the interinstitutional and intrainstitutional problems. The fact that the new in-coming chancellor has had experience as president of a regional campus in Pennsylvania and has been able to establish a close relationship

between the community and the regional campus should help the Fort Wayne campus to make further progress in becoming stronger and defining its role.

I believe that the broad purpose for higher education in Indiana as stated by the Commission in 1972, ". . . serving society by providing the means by which all people in the state can renew and adapt themselves to a changing and complex social and technological world," is an excellent purpose. The statement says what needs to be said. The original purposes or missions of the communiversities, the regional campuses, seem to have changed; having a selected range of general arts and science baccalaureate level programs available. Everyone seems to agree that the role of the regional campus is to serve the needs of the local area, but not everyone agrees about how it should be done or what a job description of a regional campus would look like. Because of the diversity of opinions about the role and the amount of overlap between the regionals with their expanding Associate programs and Indiana Vocational Technical College programs, it is necessary to have another look at higher education in Indiana by a study committee and a new plan based on their recommendations. The old plan is just not working out the way the original Commission envisioned it, and the old plan was much too narrow and limiting for serving the needs of the local citizens since it was not oriented toward self-realization and there have been constant problems over whether to have occupation programs and which ones in order not to violate the missions of the regional campuses and Ivy Tech. More explicit direction is needed for future planning by regionals in serving the academic, self-realization and occupational needs of the local citizens. The Commission needs to choose its

staff more selectively. The staff should be from Indiana and be committed to and attuned to the needs of Indiana higher education. The next Commission should have members whose backgrounds reflect more than just a systems analysis background.

I doubt whether Frank Kenworthy is entirely correct in his statement that faculty morale is high. Many of the faculty feel that the students are second class and the regional campus is second class, too. Still, they would rather be at a regional campus of Indiana University or Purdue University than at a "Fort Wayne University." Morale should improve with a regional-campus-oriented chancellor and new thinking and awareness from the home universities. The realities of society will force department chairmen and administrators at the home and regional campus to make decisions about programs that should help faculty morale.

I do agree with Kenworthy that the regionals should not have terminal programs and that Ivy Tech should have the Associate programs. The problem is that many students who think they want a terminal degree decide otherwise once they are into the program and become aware of their abilities as students and of opportunities in their field requiring more than an Associate degree. These students need the right to transfer Ivy Tech credits to the regional or home campus. This is a touchy area, but it needs to be resolved somehow. Just as students demanded more than a two-year feeder concept from the regional campus, students at Ivy Tech are demanding more than a two-year terminal technical degree. Their employers want to send them back to school for further knowledge and students don't want two years of schooling to go down the drain. If transferability is to happen, though, then Ivy Tech must go on a semester system, hire

certified, qualified instructors and be monitored much more closely by its central office and the North Central Accrediting Association. The NCAA evaluation was a farce.

The regional campus at Fort Wayne has met my needs for the most part over the years, but then I was the typical student it was designed for. I was academically-oriented, a teacher needing education graduate courses and English graduate courses. I was always able to take the courses I needed, and I took an independent study in advanced theory of composition. Workshops were offered that I took advantage of, and I chose my courses and professors we'l so that I had the best. Since I already had my Master Degree, I could afford to be selective and I was. I am glad the regional campus was an Indiana University Regional Campus. I want that status. I am well-pleased with my educational growth in recent years because of the caliber of a George Dillon. But the regional campus has not been meeting the needs of students who are atypical or somehow non-traditional. The role of the regional campus is to meet the needs of citizens who cannot attend the classes during the day or during the evenings at times. The regional must be more accessible with weekend classes, unlocked doors, office space, and help for part-time instructors, unlocked libraries, counseling offices, and a commitment to Continuing Education.

I thought it was interesting that only Frank Kenworthy and Jeannette Clausen from the Fort Wayne campus mentioned culture and self-realization concerns for a regional. The others ignored this concept and stressed the practical orientation. I did notice that Merle Donica mentioned it, an irony! He may have done so for selfish reasons, but I think that the role of the regional campus includes these components and that there needs to be

a focus on this as well as what the employers in an area want. Ivy Tech is not paying attention to the interests and desires of its students either. What people want, employers and the student himself, should determine the role of the regional campus. This is true for all regional campuses. Regional campuses should mostly keep on doing what they are doing, but do it better and be more flexible.

References

Andrews, Jane, Gribbin. "Off-Campus Education: Academic Colonialism," Change, February 1979, 54-55.

Borkowski, Frank. "A House Divided," Unpublished Requirement for Institute for Educational Management, Harvard University, 1978.

Clausen, Jeannette. Interview on Regional Campus Role, IUPU, Fort Wayne, Indiana, June 1979.

Commission for Higher Education of the State of Indiana. The Indiana Plan for Postsecondary Education: Phase One, Volume II, A Pattern for the Future. Commission Document 72-137-6, Indianapolis, Indiana, 1972.

Craddock, John. Interview on Regional Campus Role, Ball State University, Muncie, Indiana, June 1979.

Danglade, James K. "Support Services for Off-Campus Part-time Students: A Total University Approach," Adult Leadership, February 1977, 169-171.

Dillon, George. Conversations on Regional Campus Role, IUPU, Fort Wayne, Indiana, 1977-1979.

Donica, Merle. Interview on Regional Campus Role. Indiana Vocational Technical College, Fort Wayne, Indiana, June 1979.

Ellis, David W. "Separate, But," Adult Leadership, February 1976, 190-220.

Greider, T. M. "Let's Integrate Extension," Adult Leadership, June 1976, 336-339.

Keller, Arthur. Interviews on Regional Campus Role, IUPU, Fort Wayne, Indiana, June 1979.

Kenworthy, Frank. Interview on Regional Campus Role, IUPU, Fort Wayne, Indiana, June 1979.

Marotrama, S. V. and McGuire, Gary. "State Control Increasing over Community Colleges," Education Digest, 1976, 32-35.

Rawlings, Joseph. Interview on Regional Campus Role, Ball State University, Muncie, Indiana, June 1979.

Thompson, Joan. "The Growing Role of Community Colleges," Journal of College Student Personnel, 1978, 19, 11-15.

Thrash, Patricia A. "Evaluation of Nontraditional Learning Forms: The Extended Campus Program," North Central Association Quarterly, January 1978, 280-287.

Ulmer, Jack. Interview on Regional Campus Role, IUPU, Fort Wayne, Indiana, June 1979.